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ABSTRACT

This directory lists 48 successful public school, community college, and public university partnership programs to improve access and educational achievement for Arizona's American Indians, Hispanic-Americans, and other minority groups. The directory was compiled from questionnaires mailed to programs identified by the Arizona Minority Education Access and Achievement Cooperative (AMEAAC). AMEAAC is a voluntary association of senior-level public education officials and citizens whose primary mission is to improve minority educational achievement through cooperative planning, program development and shared expertise. The programs are listed in three categories: (1) Dwight D. Eisenhower Mathematics and Science Education Act programs funded for fiscal year 1990-91; (2) AMEAAC Medallion Award programs honored in 1991 for their success and promise for future replication; and (3) AMEAAC funded pilot programs. Entries provide the name of the program, program goals, participants, target groups, selection criteria for program participants, length of program, program impact and achievements, when the program ceases to exist or its funding ends, and the program director's name and address. Also included are an alphabetical index of programs, a map showing program locations, and a glossary. (LP)

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MINORITY STUDENT ACHIEVEMENT PARTNERSHIPS: WHAT'S WORKING IN ARIZONA

Volume One

A directory of public school, community college, and public university partnership programs improving minority access and achievement in Arizona

Arizona Minority Education Access and Achievement Cooperative (AMEAAC)

September 1992

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MINORITY STUDENT ACHIEVEMENT PARTNERSHIPS: WHAT'S WORKING IN ARIZONA

Volume One

A directory of public school, community college, and public university partnership programs improving minority access and achievement in Arizona

A project of the
Arizona Minority Education Access and Achievement Cooperative (AMEAAC)
1535 W. Jefferson
Phoenix, Arizona 85007
(602) 542-4810

Compiled by:
Morrison Institute for Public Policy
School of Public Affairs
Arizona State University
Tempe, Arizona 85287-4405

Purpose

The Arizona Minority Education Access and Achievement Cooperative (AMEAAC) is a voluntary association of senior-level public education officials and citizens. It was formed in 1989 by the chief executive officers from the three boards that govern Arizona's public education systems: Arizona Board of Regents, State Board of Education, and State Community College Board. An Operating Committee assists the Board in carrying out its work.

AMEAAC's primary mission is to assist the three governing boards and their institutions in the fulfillment of their commitments to improve minority educational achievement through cooperative planning, program development and shared expertise. Specifically, its mission is to: advocate the development of mutually supportive public education goals for each system for minority achievement; promote the use of inter-board partnerships to develop complementary public education policies to enhance minority achievement; maintain a leadership role in facilitating interaction among governing boards, faculties and administrations to develop partnerships; maintain a leadership role in promoting interaction among educational institutions and external organizations; support acquisition of resources targeted to promote minority achievement partnerships; and develop and support public education programs to inform the citizens of the state about the importance of improving minority student achievement. The purpose of this directory is to highlight successful programs throughout Arizona and to provide an additional resource guide for others seeking to improve minority access and achievement.

Directory Contents

Minority Student Achievement Partnerships was compiled from questionnaires mailed in spring 1992 to programs identified by AMEAAC. Several follow-ups by telephone and mail occurred; *however, it is important to note that only those programs for which questionnaires were returned are included. In addition, the directory only includes self-reported information as provided by program personnel.* Responses were edited for clarity and consistency only.

Minority Student Achievement Partnerships includes three sections of programs designed to improve achievement:

- Fiscal Year 1990-1991 funded *Dwight D. Eisenhower Mathematics and Science Education Act* programs
- *AMEAAC Medallion Award* winning programs honored by AMEAAC in 1991 for their success and promise for future replication
- *AMEAAC* funded pilot programs.

Entries provide the name of the program, its objectives, partners, targets, selection criteria, duration, impact, end date, director, address, and telephone number.

An alphabetical index of programs is at the end of the directory.

Glossary

Objectives:	Goals of the project
Partners:	Participants in achieving the project's goals
Targets:	Group(s) at whom the goals are aimed
Selection Criteria:	Criteria used to choose those admitted to the program
Duration:	Length of the program
Impact:	Changes as a result of the program
End Date:	When the program ceases to exist or its funding ends

Acknowledgements

The Arizona Minority Education Access and Achievement Cooperative would like to extend its thanks to the Morrison Institute for Public Policy, School of Public Affairs, Arizona State University, for its assistance in collecting data, editing, writing, and formatting this directory. Appreciation is also due to the Publication Assistance Center, College of Public Programs, Arizona State University.

Dedication

This directory is dedicated to the memory of Dr. Janet K. Schnorr, Eisenhower Program Coordinator and Arizona Board of Regents Loaned Executive 1991-92, Associate Professor of Psychology, Northern Arizona University.

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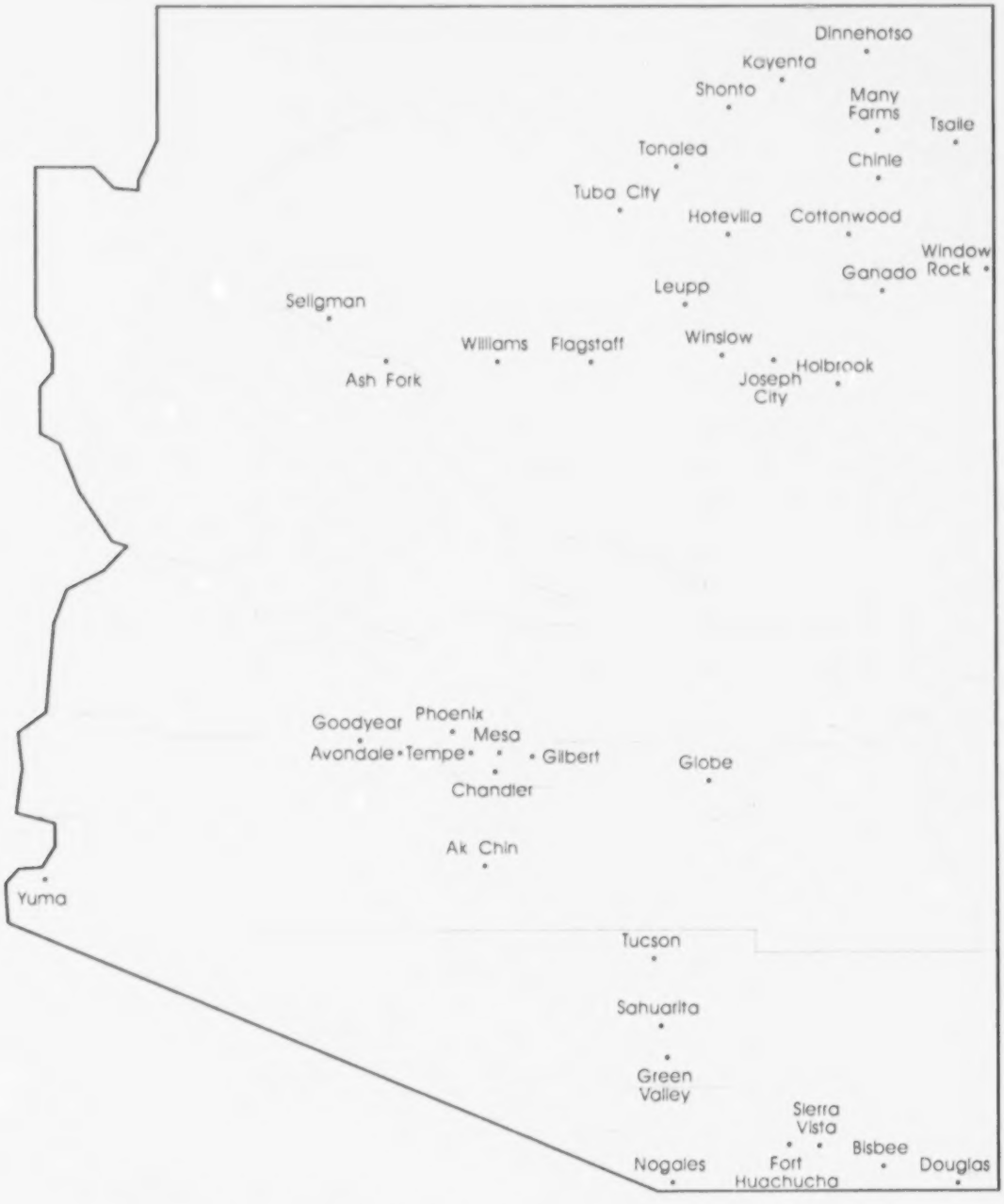
Minority Student Achievement Partnerships

The programs listed in this directory have involved scores of students in numerous school districts across Arizona. The map below shows the location of many of the partnership programs. Other areas of the state which were not specifically identified during the development of the directory are also being served.



Arizona Science and Environment Education Development 1992

Objectives:

Promote the teaching of the *Arizona Science Essential Skills* to minority students

Extend the understanding of science, math, and environmental issues by teachers of minority students

Provide teachers of minority students with training in the use and development of Arizona Student Assessment Plan science modules

Develop science resource teams in schools with high minority populations

Provide leadership training for teachers in schools with high minority populations

Partners:

Northern Arizona University; Greasewood School and Ganado Intermediate School, Ganado; Eagle's Nest Middle School, Tuba City; Leupp School, Inc., and Leupp Elementary School, Leupp; Shonto Boarding School, Shonto; Window Rock Elementary School; Fort Huachucha Schools; Bisbee Unified District #2; Sierra Vista Public Schools

Targets:

Teachers of Native American and Hispanic students in grades K-8

Selection Criteria:

Teams submitted applications describing needs and existing programs

Teams in schools with high percentages of minority students and whose needs could be met by this program

Administrative support from the school

Duration:

Five week summer program; follow-up meeting in the fall

Impact:

Program is just beginning; similar program last year resulted in more culture-based science curriculum in several schools

End Date:

December 31, 1992

Director and Address:

Dr. Paul Rowland
Box 5774
Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-5823

Carnaval Matematico

Objectives:

Strengthen mathematical understanding of middle school ethnic minority students by engaging in a series of activities in geometry, probability and statistics, logic and patterns, and measurement, while in a relaxed and festive environment

Develop a positive attitude toward and an interest in mathematics

Develop participant skills in writing in mathematics

Promote cooperation among peers by working in small groups

Partners:

Department of Mathematics, University of Arizona; Tucson Unified District #1; Sunnyside Unified District #12; Tucson Children's Museum

Targets:

Ethnic minority students in grades 6-7

Selection Criteria:

Open to any target student

Selection is handled by participating school districts; applications are processed on a first-come-first-served basis

Duration:

Summer program; each Carnaval will last one week

During 1992, there will be four summer Carnavals: two in June, two in July

Impact:

Three Carnavals are completely full, with some students on waiting list. Fourth Carnaval has a few openings, which will soon be filled.

End Date:

Summer 1993

Director and Address:

Dr. Marta Civil
Department of Mathematics
University of Arizona
Tucson, Arizona 85721
(602) 621-6873

Coalition for American Indian Mathematics and Science Achievement (CAIMSE) Initiative of Project PRIME

Objectives: Increase the number of minority students who receive solid academic preparation and go on to college

Partners: Project PRIME; Window Rock and Globe area high schools

Targets: Minority elementary and high school students in the Window Rock and Globe areas

Selection Criteria: Students attending the above-mentioned schools

Schools with a substantial Native American population are eligible

Duration: Year long activities, supplemental and integrated into regular curricula; summer and after-school activities provide support for students and parents

Impact: Program is now in two new regions, providing previously unavailable academic support

End Date: Indefinite

Director and Address:

Dr. Gary D. Keller Cardenas
c/o Hispanic Research Center
Arizona State University
Tempe, Arizona 85287-2702
(602) 965-5388

Dr. John Lincoln
Arizona State University
Downtown Center, 2nd floor
Phoenix, Arizona 85004-2337
(602) 965-8510

Community Science Programs (CSP)

Objectives:

Increase parent and community involvement in science and mathematics activities in their children's schools

Increase adult involvement to enhance the success of the school

Develop plans which are responsive to a community's particular needs and sensitivities; use these plans to integrate with and supplement ongoing curricular and community activities

Partners:

Northern Arizona University Department of Physics and Astronomy; Museum of Northern Arizona; American Indian Science and Engineering Society; Hopi Tribe; numerous small schools and school districts in northern Arizona

Targets:

Rural schools in northern Arizona, particularly those enrolling substantial numbers of Native American students

Selection Criteria:

Applications are through the project director or through the Hopi or Navajo field coordinators; accepted on a first-come basis upon assisting in design of an individualized science and mathematics program

Commitment to: follow through on the program; submit a summary report; repeat effective elements of the plan after termination of the funded phase of the project

Duration:

Individualized programs are conducted during the school year

Impact:

Workshops on the Hopi reservation have resulted in two well-attended "back to school" programs and have contributed to parent support for a school reorganization plan being implemented by one of the villages

Individual plans are being developed in schools serving Navajo, Havasupai, and Kaibab Paiute students

End Date:

July 31, 1993

Director and Address:

Dr. Robert L. Swift, Adjunct Professor
Department of Physics and Astronomy
Northern Arizona University
Box 6010
Flagstaff, Arizona 86011-6010
(602) 523-2661

Critical M.A.S.S.
Mathematics and Science Specialists

Objectives:

- Relate the concepts and recommendations of national policy studies and state mandates to classroom situations
- Provide workshops in important pedagogical techniques and approaches: cooperative learning; writing to learn mathematics and science; interdisciplinary approaches to teaching mathematics and science; bringing original research into the classroom
- Provide intensive training with tools recommended in major policy studies (i.e., National Council of Teachers of Mathematics [NCTM] Standards): e.g., graphic calculators and computers
- Review topics in mathematics to strengthen teachers' backgrounds in context of specific exercises on calculators and computers
- Provide workshops in curriculum development, with emphasis on NCTM and *Arizona Science Essential Skills* and *Mathematics Essential Skills*
- Network schools to each other and to the Northern Arizona University Science and Mathematics Learning Center to provide better articulation and sharing of ideas, curricular materials, pedagogical strategies, and assessment of the project on both students and teachers

Partners: Arizona public schools and Northern Arizona University

Targets: Teams of teachers from Arizona schools with minority enrollments

Selection Criteria: Formal application process; 21 teachers in teams of three from seven schools with minority enrollments

Duration: Summer program, as of June 1991

Impact: Greater use of graphic calculators in mathematics courses; incorporation of more applications of mathematics in science courses

End Date: Grant expiration is June 1992

Director and Address:

Dr. Diane Ebert-May
Science and Mathematics Learning Center
Northern Arizona University
Box 5697
Flagstaff, Arizona 86011
(602) 523-7160

Current Topics for Biology Teaching

Objectives:	Help teachers increase minority student interest in the biological sciences by enabling teachers to bring the excitement of recent discoveries to the classroom Update teachers' knowledge and develop hands-on laboratory experiments or activities for use in the middle or high school classroom
Partners:	School districts with high minority student enrollment in Tucson and surrounding rural communities, particularly Green Valley and Nogales
Targets:	Middle and high school teachers of biological science who are ethnic minorities or who teach in schools with a high minority enrollment
Selection Criteria:	Not known
Duration:	One evening per week in spring and fall
Impact:	Not yet known
End Date:	Indefinite
Director and Address:	Dr. Martha L. Narro Department of Biochemistry Biological Sciences West University of Arizona Tucson, Arizona 85721 (602) 621-1671

Project TEAMS
Teachers Engaged in Alternative Math Strategies

Objectives:
Improve the quality of mathematics instruction for limited English proficient students in grades 4-8

Facilitate a collaborative professional relationship between bilingual specialists and regular classroom teachers

Partners:
Arizona State University and Roosevelt School District #66

Targets:
20 certified teachers, who have primary responsibility for teaching mathematics to fourth through eighth grade students with limited English proficiency

Selection Criteria:
Participants must be recommended by school principals

Duration:
Academic year 1991-1992; workshops held weekends, evenings, after school, and during school hours

Impact:
Evaluations at midyear were excellent

End Date:
September 30, 1992

Director and Address:
Dr. Sheryl L. Santos
Multi-Cultural Educational Program
Arizona State University
Tempe, Arizona 85287-1411
(602) 965-6729

Recombinant DNA Technology Workshop for Secondary Teachers

Objectives:

Convey the excitement caused by the basic principles and applications of recombinant DNA technology revolutionizing the study of biology and creating a burgeoning biotechnology industry

Update teachers' knowledge of and laboratory experience with recombinant DNA techniques in order to bring this excitement to minority students

Targets:

High school teachers of biological science who are ethnic minorities or who teach in schools with high minority student enrollment

Selection Criteria:

Not known

Duration:

Two weeks, full-time (eight hours a day) in summer

Impact:

Not yet known

End Date:

Indefinite

Director and Address:

Dr. Martha L. Narro
Department of Biochemistry
Biological Sciences West
University of Arizona
Tucson, Arizona 85721
(602) 621-1671

Teachers Using Insects in Science Units Introducing Health Concepts

Objectives:

Develop innovative bilingual science materials for children that will foster their natural curiosity

Train teachers to use these materials and those of their own design

Partners:

Elementary teachers within Sahuarita Unified School District #21

Lead teachers from Sahuarita Unified School District #21 will develop lesson materials. Two teachers from the English as a Second Language Program will serve on the Spanish lesson development committee.

Targets:

Public school teachers (grades K-3) who are members of a minority or who serve a school population which is more than 38% minority

Selection Criteria:

Kindergarten and elementary teachers throughout the state of Arizona will be the recipients of these teaching materials

Duration:

Integrated into the regular curriculum to help primary school children master the health and science concepts listed in the *Arizona Comprehensive Health Essential Skills* and *Arizona Science Essential Skills*

Impact:

Not yet known

End Date:

January 1, 1994

Director and Address:

Dr. Henry Hagedorn
430 Forbes Building
University of Arizona
Tucson, Arizona 85721
(602) 621-5358

Teaching Hands-On Mathematics

Objectives:

Provide training for participants in the use of hands-on manipulatives to teach basic arithmetic, geometric, problem-solving, and algebraic skills

Facilitate systemic change in school districts by providing assistance needed for successful implementation in classrooms

Facilitate systemic change by preparing each participant to act as a mathematics lead teacher or as part of a team that can lead in-service workshops in the school or school district

Increase participants' ability to integrate mathematics with other subject areas

Increase participants' ability to develop curricula and use instruction which develops verbal and written communication skills in mathematics

Involve participants in developing curricula which encourages teaching mathematics in a problem-solving situation

Improve students' conceptual and computational skills

Enhance students' abilities to apply problem-solving techniques by using concrete materials

Enhance students' abilities in verbal and written communication skills, especially in mathematics

Partners:

Maricopa County Comprehensive Regional Center for Minorities (MCCRCM), South Mountain Community College, Phoenix Think Tank

Targets:

Teachers of grades 4-8 in four elementary school districts: Isaac Elementary District #5, Murphy Elementary District #21, Phoenix Elementary District #1, and Roosevelt Elementary District #66

Selection Criteria:

Teachers from member schools who will team with another teacher to: integrate hands-on mathematics instruction into classroom environment; improve their teaching skills in and awareness of mathematics

Duration:

18 months; January 1992 through June 1993

Impact:

Data not available

End Date:

June 1993

Director and Address:

Mr. John D. Mildrew
South Mountain Community College
7050 S. 24th Street
Phoenix, Arizona 85040
(602) 243-8086

Achievement in Mathematics, Engineering, and Science (AIMES)

Objectives:

Increase the number of academically able, under-represented high school graduates in the areas of math and science

Promote career awareness in math and science related professions at the secondary schools

Establish an educational environment where under-represented students can successfully complete post-secondary requirements focused on careers in math and science

Partners:

Mesa and Chandler-Gilbert Community Colleges; Chandler Unified School District #80 and Gilbert Unified School District #41; Mesa Public Schools

The Comprehensive Regional Center for Minorities, in conjunction with Estrella Mountain, Glendale, Phoenix, and South Mountain Community Colleges, is developing AIMES programs in various school districts throughout Maricopa County

Targets:

Students who have been traditionally under-represented in the math and science arena (e.g., Hispanics, Native Americans, African Americans, and Anglo females)

Selection Criteria:

Self-identified or recommended by math/science faculty or counselors

Students must be enrolled, at minimum, in a pre-algebra class

Commitment by students to take the AIMES class, a math, a science, and a writing-based English class, each year until graduation

Duration:

Three or four year high school program, depending on the school district requirements

Impact:

Completion of third year of program; 25 AIMES graduates in 1992; grade point average improvement of 0.6 points

Students show increased level of self-esteem and confidence in ability to succeed in achieving goals

Over 90 percent of AIMES students assessed for community college entrance have attained entrance into college level math, reading, and English

End Date:

Indefinite

Director and Address:

Ms. Saundra King Minckley
Mesa Community College
Office of Public School / College Programs
1833 West Southern Avenue
Mesa, Arizona 85202
(602) 461-7117

Achieving a College Education (ACE) Program

Objectives:

Keep students enrolled in school and facilitate a smooth transition between high school, community college, and university through a "2+2+2" program

Increase the number of minority, economically disadvantaged, and at-risk students who attain baccalaureate degrees

Partners:

South Mountain Community College and the Maricopa County Community College District; Arizona State University; Phoenix Union High School District #210 (Camelback High School, Carl Hayden High School, Central High School, North High School, and South Mountain High School); Tempe Union High School District #3 (Marcos de Niza High School and Tempe High School); the Dougherty Foundation

Targets:

High school sophomores in seven local high schools

Selection Criteria:

Sophomores must have the desire to attend college and submit an application with two letters of reference

An attempt is made to admit students from each of the four quartiles of academic achievement so that students can be admitted based upon their potential to achieve success, regardless of their previous academic record

Duration:

Students attend college classes during their junior and senior years in high school. Courses are offered on Saturday mornings in the fall and spring semesters; a summer session is also conducted.

Impact:

The ACE program has been successful in retaining and transferring students. Of the first two groups of students recruited in 1988 and 1989, 98 percent went to college while 2 percent entered the Armed Forces; 92 percent received high school diplomas.

By spring 1992, 594 students had taken part in ACE and an additional 145 students were recruited for a new cycle beginning summer, 1992. On the average, each ACE student attempts 13.08 college credit hours and has an average grade point average of 3.0. Seventy-three percent of the students are minority; 68 percent are female; 62 percent are the first in their families to attend college.

End Date:

Indefinite

Director and Address:

Ms. Stella Torres
South Mountain Community College
7050 S. 24th Street
Phoenix, Arizona 85040
(602) 243-8063

APEX Program, University of Arizona

Objectives:

Increase the number of economically disadvantaged and ethnic students who successfully enter higher education

Provide intervention and support during the formative years of an APEX student's educational cycle

Facilitate academic preparation of middle and high school students; over 90 percent should go on to college

Encourage students to utilize their abilities to successfully meet college admission requirements

Partners:

University of Arizona; Arizona school districts; Tucson business community

Targets:

Junior high and high school students

Selection Criteria:

Student must attend a school that has the APEX program

Student must be a member of an ethnic minority, or be economically disadvantaged, or be the first generation in their family to pursue higher education

Student must demonstrate academic potential

Duration:

Integrated into regular academic year

Two week summer enrichment program

Impact:

APEX program is in 31 schools in 5 school districts, reaching over 1500 students

End Date:

Indefinite

Director and Address:

Mr. Michael J. Duran
2302 E. Speedway Boulevard, #202
Tucson, Arizona 85719
(602) 326-2001

Chandler High Alternative School

Objectives:

Provide at-risk students with the opportunity to make significant positive academic choices

Provide dropouts with a second chance to gain credits and earn a Chandler High School diploma, a GED, or re-entry to their high school class

Provide a college setting and highly individualized academic programs

Provide programs which stress lifelong learning and goal setting

Partners:

Chandler Unified School District #80; Chandler-Gilbert Community College

Targets:

At-risk students; minority students; dropouts; students in grades 9-12

Selection Criteria:

Students must submit a formal application and win appointment through an interview process

Students must convince themselves, parents, and alternative school staff that they are serious about their educational goals

Duration:

Normal school calendar; modified summer session

Impact:

School year 89-90: 129 participants, 72 percent success rate

School year 90-91: 114 participants, 88 percent success rate

School year 91-92: 100+ participants, success rate unknown at this time

End Date:

Indefinite

Director and Address:

Mr. Michael Gemma, Assistant Principal
Chandler High School
350 N. Arizona Avenue
Chandler, Arizona 85224
(602) 786-7140, ext. 306

Coalition to Increase Minority Degrees (CIMD)

Objectives:

Increase the number of under-represented minority populations receiving undergraduate degrees in the sciences

Provide academic support and research activity for minority students entering the fields of mathematics, engineering, and the sciences

Partners:

35 colleges and universities; eight professional organizations; two government laboratories; nine educational organizations; and 26 corporations throughout Arizona, Colorado, New Mexico, Utah, and western Texas

Targets:

Minority students who are potential graduates in mathematics, engineering, and the sciences

Selection Criteria:

Graduate and undergraduate under-represented minority students attending CIMD-affiliated institutions

Duration:

Academic year; summer institutes; and research projects (for their duration)

Impact:

As projected: Within five years CIMD will double the amount of under-represented minority mathematics, science, and engineering baccalaureates produced in our region. CIMD is committed to providing 4,954 graduates in these fields by 2001. By the end of ten years, CIMD will also produce 182 Ph.D.'s per year, a 379 percent increase from current levels in the region.

End Date:

Indefinite; project to continue for at least 10 years

Director and Address:

Dr. Gary D. Keller Cardenas
Dr. Julia Rosen (contact)
c/o Hispanic Research Center
Arizona State University
Tempe, Arizona 85287-2702
(602) 965-0840

Community College Partnerships

Objectives: Provide advisement and upper-division course delivery toward completion of a Bachelor's Degree in Education to students, particularly Native Americans, who have completed lower-division work at Northland Pioneer College and Navajo Community College

Partners: Northland Pioneer College; Navajo Community College; Northern Arizona University Center for Excellence in Education

Targets: AA Degree students, particularly Native Americans, who wish to complete a Bachelor's Degree in Education

Selection Criteria: Must be admitted to Northern Arizona University Center for Excellence in Education

Duration: Unknown

Impact: Data not available

End Date: Indefinite

Director and Address:
Student Services Coordinator
NAU Center for Excellence in Education
Box 5774
Northern Arizona University
Flagstaff, Arizona 86011-5774
(602) 523-2209

East Valley Teacher Corps Partnership (EVTCP)

Objectives:

Increase the number of minority, bilingual, and English as a Second Language teachers by encouraging teacher aides and other support personnel to pursue education degrees

Advise and track students entering higher education to make sure they are taking required classes for entrance in the Colleges of Education at Arizona's state universities

Partners:

Arizona State University; all community colleges that serve the East Valley area; all public school districts in the East Valley

Targets:

Teacher aides and other support personnel (emphasis on minority employees of the public school districts)

Selection Criteria:

Self-identified or recommended by supervisors

Participants in program must take a minimum of 12 credit hours per year

Duration:

Long-term project that could last five years or more for an individual student

Impact:

65 school district employees are currently in the program; results are not expected for at least three more years

End Date:

Indefinite

Director and Address:

Ms. Saundra King Minckley
Mesa Community College
Office of Public School / College Programs
1833 West Southern Avenue
Mesa, Arizona 85202
(602) 461-7117

Educational Talent Search

Objectives:

Provide free services to:

Increase educational and career awareness among middle school students, high school students, dropouts, and stopouts

Increase the number of students who complete middle school and high school

Increase the number of students who continue on to post-secondary educational programs and vocational training

Decrease the number of dropouts and stopouts; encourage them to reenter middle and high school equivalency programs or reenter post-secondary programs

Partners:

National post-secondary institutions, including Job Corps Programs and the Armed Forces; schools in northern Arizona; community agencies in northern Arizona; the Navajo, Hopi, Walapai, and Havasupai Tribes' education programs

Targets:

Populations of Ash Fork, Chinle, Cottonwood, Flagstaff, Ganado, Holbrook, Hopi, Joseph City, Leupp, Many Farms, Seligman, Tuba City, Williams, and Winslow

Selection Criteria:

Completion of sixth grade; ages 12-27; residing in northeast Arizona

Guidelines require that two thirds of participants are of low income and potential first generation college students

Anyone pursuing a secondary or post-secondary education or vocational training

Duration:

July 1, 1992 to June 30, 1993

In public schools, presented during school hours throughout academic year

In private and Bureau of Indian Affairs residential facilities, presented after school hours, from 3-9 p.m.

Five week summer program

Impact:

Provides comprehensive career, post-secondary, personal, academic counseling and guidance

Services more than 2000 individuals each year

Post-secondary enrollment rate, for participants, is 75 percent; for non-participants, 48 percent

Post-secondary retention rate, for participants, is 49 percent; for non-participants, 30 percent

High school graduation rate for participants is 93 percent; for non-participants, 88 percent

End Date:

Indefinite

Director and Address:

Dr. Elsie Watchman-Brown
Educational Talent Search
P.O. Box 6035
Flagstaff, Arizona 86011-6035
(602) 523-9152

Education/Social Service Forum

Objectives:

Assess inter-agency partnerships and take steps toward improving outcomes for children and families

Strengthen collaborations among elementary and secondary school districts and social service agencies

Partners:

Department of Economic Security; City of Phoenix Education Programs; Phoenix College; Arizona State University Downtown Center

Targets:

Policy makers and opinion leaders in education, social services, and the business community

Selection Criteria:

Education and social service policy makers, business leaders and advocates

Duration:

Ongoing

Impact:

As a result of three community forums there is: (1) improved dialogue between education and social services; (2) formal collaboration between DES and school districts; (3) placement of social workers on school campuses; (4) organization of a group in western Maricopa County to work on collaboration and partnerships

End Date:

Indefinite

Director and Address:

Ms. Geneva Duarte
(602) 965-3046

Ms. Georgia Alvarez
(602) 255-3722

Ms. Deborah Dillon
(602) 262-7916

Family Science

Objectives:

Provide middle school teachers with techniques for improving student understanding of and interest in science

Increase parental support for students' interest in science courses and careers

Increase students' positive attitudes towards science courses and careers

Partners:

WISE Program of Women's Studies; SIROW and the Center for Educational Development; New Frontiers

Targets:

Middle school science educators in southern Arizona

Selection Criteria:

Participants should be teams of two or more teachers from middle schools in southern Arizona

Commitment to the promotion of science education and to its relevance to students' futures

Commitment to design and conduct a minimum of four workshops for students and their parents

Commitment to hold an in-service presentation for other teachers in the participating school or district

Duration:

Two-day training program, followed by two one-semester cycles of workshops

Impact:

Data not available

End Date:

June 1993

Director and Address:

Dr. Jeanne Pemberton
Dr. Heather Alberts
Dr. Jo Ann Troutman (contact)
c/o WISE Office
Douglas 102
University of Arizona
Tucson, Arizona 85721
(602) 621-7339

Hotevilla-Bacavi Community School

Objectives: Develop curriculum and methodologies appropriate and efficient for Hopi students

Develop self-sufficiency

Partners: Hotevilla-Bacavi Community School; Northern Arizona University Center for Excellence in Education

Targets: Hopi students

Selection Criteria: Data not available

Duration: Integrated into regular curriculum

Impact: Data not available

End Date: Indefinite

Director and Address:
Dr. Thom Alcoze
CEE Box 5774
Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-9323

HOY (Hispanics Organizing for Youth)
Northern Arizona University Hispanic Mother-Daughter Program and Mentoring Project

Objectives:

Develop culturally significant strategies to promote educational persistence and success

Increase high school course selection, career options, and eventual college and university participation of young Hispanic females

Increase the self-esteem of the Hispanic female and increase family support for the participant's educational future

Encourage non-traditional careers for females

Recognize the role culture plays in the participant's educational decisions

Partners:

Several Northern Arizona University Colleges and Departments; Northern Arizona University Student Services Special Grants; Arizona Department of Education Vocational Equity Division; Flagstaff Unified School District; statewide and local businesses and industries; community agencies; and community service organizations

Targets:

Hispanic-American eighth-grade females and their mothers from East Flagstaff Junior High School and Flagstaff Junior High School

Selection Criteria:

Any Flagstaff public school eighth-grade Hispanic female and mother/guardian are eligible

Student maintenance of average or better academic standing

Commitment by mother-daughter team to increased educational and personal development

Duration:

Semester-long after-school outreach program, with a summer component

Attendance by mothers and daughters at weekly three-hour workshops at Northern Arizona University or at a business/industry site during spring semester

Summer component is a two-day residential university experience

Impact:

Increased self-confidence and self-esteem

Increased goals and/or future plans

Increased perception of their abilities

Consideration of college and university as a viable option; now consider themselves college material and have knowledge about financial resources

Mother-daughter communication and relationships improved significantly; mothers' support for their daughters' education increased

Mothers indicated they would like to go on to post-secondary education and/or finish a degree program started years ago

End Date:

Indefinite

Director and Address:

Ms. Elizabeth C. Archuleta
Northern Arizona University
Student Services Special Grants
Box 15111
Flagstaff, Arizona 86011-15111
(602) 523-9191

Maricopa County Comprehensive Regional Center for Minorities

Objectives:

Double the number of Hispanic, African American, and Native American high school graduates who are proficient to pursue careers in science, engineering, and mathematics

Serve these minority populations in programs designed to enhance pre-college math and science proficiency, leading to the completion of science, engineering, and mathematics careers

Partners:

23 elementary school districts; six community colleges; and Arizona State University

Targets:

Students and parents of above-stated populations; kindergarten through high school

Selection Criteria:

Academically able students from the above-stated populations

Grade point average, national test scores, teacher reports, counselor reports, are used as determinants

Duration:

All programs are year long, integrated into regular curriculum and after school

Summer programs

Impact:

Programs offered throughout greater metropolitan valley area, reaching parents, teachers, and students from grades K-12

End Date:

1996

Director and Address:

Dr. Ernesto Ramirez, Jr.
2411 W. 14th Street
Tempe, Arizona 85281-6941
(602) 731-8050

Math-Science Honors Program for Minority Students

Objectives:

Increase the number of under-represented minority students that pursue and receive mathematics and/or science degrees

Facilitate the transition of high school minority students to college by having high school students live on campus while enrolled in a university math or science class for university credit

Partners:

Arizona State University and high schools statewide

Targets:

High school freshmen through seniors

Selection Criteria:

Students must submit an application, a one-page statement explaining why the student wishes to participate, a letter of recommendation from a counselor or teacher attesting to the student's high level of motivation and maturity, and a high school transcript

Program participants should have completed at least two years of high school mathematics with grades of A or B

A high level of interest in mathematics or science is essential as is a high level of maturity

Duration:

Five-week summer session (two sessions offered)

Students who will be incoming Arizona State University freshmen in the fall are eligible for an eight-week calculus course

The program also includes a retention component to assist alumni of the program enrolled at Arizona State University

Impact:

Presently there are 97 Math-Science alumni enrolled at Arizona State University

End Date:

Indefinite

Director and Address:

Dr. Joaquin Bustoz
Arizona State University
Department of Mathematics
Tempe, Arizona 85287-1804
(602) 965-3791

Minority Junior High School Visits

Objectives:

Expose junior high school students from low income and minority populated areas to the opportunities available at college

Expose students to university visits to dispel misconceptions of what it takes for them to attend college

Expand students' horizons; show them alternatives that exist for them, beyond their neighborhoods

Partners: Minority junior high school students; Northern Arizona University

Targets: Minority junior high school students

Selection Criteria: Low-income, minority population junior high school students

Duration: Unknown

Impact: Data not available

End Date: Indefinite

Director and Address:

Associate Executive Director
Professional Programs
CEE Box 5774
Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-7145

Minority Student Recruitment

Objectives:

Increase by 10 percent each year, within each ethnic group, enrollment of Hispanic, African American, Asian, and Native American students at the University of Arizona

Target services to Arizona minority high school juniors and seniors as they prepare to enroll in college

Provide comprehensive enrollment and academic preparation services to targeted students and their counselors within their Arizona communities

Serve minority applicants transferring from Arizona schools to the University of Arizona

Partners:

50 high schools, located throughout Arizona

Targets:

Hispanic, African American, Asian, and Native American students from the 50 sites

Selection Criteria:

Grade point average of 2.7 or greater

Ethnic minorities who are transfers or incoming freshman to the university, or high school juniors or seniors

Duration:

Year round; concentrated during September - May

Impact:

1991-92 freshman class from Arizona was 30 percent minority; minority population of Arizona is 28 percent; minority transfer class was 23 percent

End Date:

Indefinite

Director and Address:

Ms. Diane E. Castro
Admissions-MSR
R.L. Nugent Building, Room 202
University of Arizona
Tucson, Arizona 85721
(602) 621-3812

Museum and Archives Management Training
Community-Based Training

Objectives:

Develop a reliable curriculum model for tribal/community populations interested in cultural management

Provide the Ak Chin Indian Community with appropriate educational experience related to specific community goals and objectives

Enhance and certify the inherent knowledge of the Ak Chin people in a manner that would enable repatriation, further collection, analysis, and communication of artifacts and archives germane to the community

Create professional development certification that would produce manpower professionally recognized in an emergent field, enabling the host institution to be competitive in funding and professional circles

Partners:

Ak Chin Community Tribal Council; Arizona State Archives; the Heard Museum; and Central Arizona College with assistance from the Smithsonian Institution

Targets:

Grass-root community individuals interested in preserving, interpreting, and communicating their history, arts, and culture to future generations and to other communities

Selection Criteria:

See "Targets," above

In the initial program, those who held employment with the Ak Chin Ecomuseum Project

Duration:

Two year curriculum, mixing course selection from regular curricula with 24 credit hours of applied experience, technical training, and supervised internships

Impact:

Two graduates; four others near completion

Planning, design, construction, and opening of the Ak Chin Him Dak Museum, resulting in national recognition for staff and community

End Date:

Ak Chin sponsorship completed in December 1991

Director and Address:

Dr. Charles Carlyle
(602) 568-9480

Dr. Shayne Del Cohen (contact)
(702) 827-9228

Nizhoni Academy
Educational Support Programs

Objectives:

Introduce participants to the rigors of college life

Provide quality educational experiences that will contribute to future post-secondary education

Improve students' self-confidence and readiness through wholesome on-campus experiences

Provide instruction in academic courses in Humanities, Math/Science, and Career Development to improve academic skills and knowledge in preparation for post-secondary education

Partners:

Northern Arizona University; AG Corporation; Navajo Tribe; Hopi Tribe; White Mountain Apache Johnson O'Malley (JOM); Gila River JOM; and Tohono O'odham JOM

Targets:

Freshman, sophomore, or junior level high school students with a minimum 2.0 grade point average and in good academic standing

Selection Criteria:

Completed application

High school transcript

Personal essay (minimum 500 words)

Commitment to five week intensive academic program

Physical examination

Certificate of Indian Blood (if Native American)

Duration:

Five week summer program

Impact:

Since its inception in 1984, the program has successfully served over 600 high school students from more than 250 high schools in the southwest, as well as a few schools in the east

End Date:

Indefinite

Director and Address:

Dr. Ray Rodriguez
Director of Educational Support Programs
P.O. Box 6035
Flagstaff, Arizona 86011-6035
(602) 523-1100
(602) 523-6982

Northern Arizona University and Greyhills High School Partnership

Objectives: Improve instruction and curriculum for Greyhills High School through sharing of institutional resources

Improve education for Native American secondary students through collaboration between a high school and a university

Partners: Greyhills High School; Northern Arizona University

Targets: Native American secondary students

Selection Criteria: Northern Arizona University faculty selected according to specific skills required

Duration: Integrated into regular curriculum

Impact: Educational reforms that have been developed through the partnership have resulted in a model program

End Date: Indefinite

Director and Address:

Dr. Thom Alcoze
CEE Box 5774
Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-9195

Northern Arizona University Javits "Getting Gifted" Project Center for Excellence

Objectives:

Train teachers and others to identify Native American and Hispanic gifted youth

Develop critical and creative thinking for these students

Develop site-based culturally specific curricula to challenge the identified students in important subject areas

Partners:

Throughout the state, 24 schools, including Chinle, Dinnehotso, Kayenta, Nogales, Phoenix, Tuba City, Yuma, and Tonalea

Targets:

Schools on the Navajo Reservation, schools in Arizona and California with high Hispanic enrollment

Selection Criteria:

Commitment by administration, school board, and teachers to developing non-traditional selection procedures and instructional programming for minority gifted youth

Visits, observations, and in-depth interviews

Schools with large Native American and Hispanic enrollments receive priority attention

Duration:

Year long; spring selection of new sites

Summer training of teachers; fall and spring follow-up assistance in school-based program development and implementation (January 1990 to December 1992)

Impact:

Increased number of minority gifted youth identified

Increased ability of teachers to teach students

Significant positive reaction by parents and administrators; early positive results by students on Arizona Student Assessment Plan

End Date:

December 31, 1992

Director and Address:

Dr. Patricia A. Hays, Ed.D.
Dr. Stephen D. Lapan, Ph.D. (contact)
Javits Getting Gifted Grant
Center for Excellence in Education
Box 5774
Northern Arizona University
Flagstaff, Arizona 86011-5774
(602) 523-7131

Partnership to Aid and Retain Transfer Students from Pima Community College to the University of Arizona

Objectives:

For minority students, enhance transfer opportunities from Pima Community College to the University of Arizona

Increase faculty-student interactions at both institutions

Develop classroom practices and curriculum modifications which create a supportive social and intellectual climate for minority students

Provide a total of six faculty members from both institutions to act as mentors to students

Provide interdisciplinary colloquia for student participants; participate in faculty development workshops; disseminate to peers information learned from the project

Provide team-taught transfer strategies course

Partners:

University of Arizona and Pima Community College

Targets:

Pima Community College students who identify themselves as minority students and who intend to transfer to the University of Arizona

Selection Criteria:

Under-represented ethnic minority students

Minimum grade point average of 2.5

Successful completion of Pima Community College courses Math 70 and Writing 100

Duration:

One academic year: fall 1991 and spring 1993

Impact:

Staff projection is that 50 percent of students will successfully transfer to the University of Arizona in fall 1992; remainder will transfer in spring 1993

Students will have become familiar with university environment and will have been introduced to key university personnel

End Date:

Indefinite

Director and Address:

Ms. Erlinda Torres Medina
Ms. Claire Rodriguez Alameda (contact)
University of Arizona
Center for Transfer Students
Tucson, Arizona 85721
(602) 621-8333

Mr. David Padgett
Pima County Community College District
Office of Articulation
Tucson, Arizona 85721
(602) 884-6903

Pathway to Opportunity

Objectives:

Increase minority student access, retention, and success in high school, community college, and the university

Provide students with opportunities for career planning and assist students in completing all of the paperwork necessary to enter college: admissions, housing, scholarships, and financial aid through after-school "club" meetings

Encourage students to use their experiences and existing knowledge for problem-solving in hopes of developing independent thinking through a "critical thinking" class

Expose high school students to the work and expectations of a college-level course and provide an opportunity to earn one college credit hour through a "critical thinking" class

Familiarize students with the state universities through trips and allow them to experience university campuses firsthand, ask questions, and visualize themselves as students on campus

Partners:

Northern Arizona University-Yuma; Arizona Western College; Yuma Union High School District #70: Cibola High School, Kofa High School, and Yuma High School

Targets:

High school seniors, although juniors are not excluded

Potential first generation college students and students of an ethnic minority

Selection Criteria:

High school guidance counselors recruit student participants

Duration:

Year-long (Fall semester: weekly after-school "club" meetings; Spring semester: "Critical Thinking" class one day per week after school; Trips scheduled to three Arizona universities during year)

Impact:

After the first year of implementation (1990-91), student evaluations indicated that the program achieved its objectives of assisting students in making the transition from high school to college. A majority of participants were able to successfully gain admission to their school of choice, obtain housing, secure financial aid and/or scholarships, and feel comfortable in making the transition from high school to college.

End Date:

Indefinite

Director and Address:

Mr. Martin Lozano, Recruitment and Retention Coordinator
Northern Arizona University-Yuma
P.O. Box 6236
Yuma, Arizona 85366-6236
(602) 344-7725

Peace Corps Alternative Certification Partnership

Objectives:

Provide opportunity for Peace Corps volunteers and returned Volunteers in Service to America (VISTA) holding a bachelor degree in education to earn a Master of Education degree

Increase the pool of qualified teachers for rural Arizona school districts, particularly those on Indian reservations

Through collaboration with the Bureau of Indian Affairs, secure placement for Fellows in full-time salaried positions in Bureau schools

Partners:

VISTA and Peace Corps programs; Northern Arizona University Center for Excellence in Education; Bureau of Indian Affairs

Targets:

Returned VISTA and Peace Corps volunteers

Selection Criteria:

Bachelor degree; meet Center for Excellence in Education requirements for admission to Master of Education program

Duration:

Determined by Peace Corps

Impact:

Data not available

End Date:

Indefinite

Director and Address:

Dr. Bill Harp
CEE Graduate Coordinator
Box 5774
Northern Arizona University
Flagstaff, Arizona 86011-5774
(602) 523-6786

Production of Spanish Language NASA Materials

Objectives:
Provide Spanish translations of activities, supplemental booklets for use with videos, and information booklets provided by National Aeronautics and Space Administration (NASA)

Provide ten one-day workshops for 100 teachers in bilingual schools

Partners:
Tucson Unified School District #1 and the University of Arizona

Targets:
Bilingual teachers in Tucson Unified School District and Sunnyside School District

Selection Criteria:
Translators were recommended by Tucson Unified School District for their previous translation experience and for their science background

Teachers for the workshops will be chosen with the assistance of the school districts based on need for the materials and distribution within the district

Duration:
Translations will be completed by the end of summer 1992

Workshops will be held during the 1992-1993 school year

Impact:
Still in the translation phase

End Date:
May 31, 1993

Director and Address:
Dr. Larry Lebofsky
Lunar and Planetary Laboratory
University of Arizona
Tucson, Arizona 85721
(602) 621-6947

Project 1000
Graduate Component of the
Coalition to Increase Minority Degrees (CIMD)

Objectives:

Identify U.S. minority prospective graduate students, primarily under-represented in the fields of engineering, mathematics, and the sciences, who will take the Graduate Record Examination, apply, and be admitted to participating graduate programs throughout the U.S.

Provide significant financial aid to qualified students

Effect a sizable increase in the number of U.S. Hispanic students completing prestigious graduate programs

Partners:

72 selective public and private comprehensive institutions; 155 colleges and universities with significant U.S. Hispanic enrollment; Arizona State University; concerned corporations; various national and community based minority service organizations

Targets:

Qualified undergraduate students

Selection Criteria:

Graduate and undergraduate under-represented minority students attending CIMD-affiliated institutions

Duration:

Year long

Impact:

Program has secured cooperation of 155 "feeder" colleges and universities and 72 "receiving" comprehensive doctoral-granting institutions

Conducts Graduate Record Examination workshops and publishes an extensive guide to the graduate school and financial aid processes

Provides students with a common application, processed by Project 1000, allowing students to apply to up to 10 institutions

End Date:

Indefinite; continuing program

Director and Address:

Dr. Gary D. Keller Cardenas
Dr. Michael J. Sullivan (contact)
c/o Hispanic Research Center
Arizona State University
Tempe, Arizona 85287-2702
(602) 965-3958

Project PRIME (Project to Improve Minority Education) Undergraduate Component of the Coalition to Increase Minority Degrees

Objectives:

Develop a series of powerful, proven, school-based initiatives designed to increase the number of minority students who receive solid academic preparation and go on to college

Provide students and parents with support and parental activities which encourage higher education

Partners:

State of Arizona; Arizona State University; Arizona Board of Regents; College Board; Educational Testing Service; private industry

Targets:

Minority elementary and high school students in Arizona

Selection Criteria:

Students attending participating elementary and high schools

Duration:

Year long academic activities, both supplemental and integrated into regular curricula. Summer and after-school programs provide support and parental activities.

Impact:

Currently serves 15,000 students and parents at 108 schools in 32 school districts throughout Arizona

Conducting the largest Advanced Placement Teacher Training Institute in the U.S.

166 percent increase in the number of Arizona minority students taking advanced placement exams

Standardized test scores in mathematics rose by 10.3 percent in one year at PRIME schools

Recruitment of parents, 75 percent of whom report that, without PRIME, they would not be involved with their children's education

End Date:

Indefinite

Director and Address:

Dr. Gary D. Keller Cardenas
c/o Hispanic Research Center
Arizona State University
Tempe, Arizona 85287-2702
(602) 965-5388

Dr. John Lincoln
Arizona State University
Downtown Center, 2nd floor
Phoenix, Arizona 85004-2337
(602) 965-8510

RADAR (Return and Discover and Renew) High School Re-Entry

Objectives: Mainstream overage, under-credited, high school dropouts back into the educational pipeline

Partners: Department of Economic Security; Valley public schools

Targets: Any overaged and under-credited high school dropouts

Selection Criteria: Commitment to attend four day orientation

Duration: Year long

Impact: Data not available

End Date: Indefinite

Director and Address:
Dr. Patricia A. Bassett
Ms. Betty Cleveland (contact)
Ms. Cassandra Willis (contact)
Gateway Community College
108 N. 40th Street
Phoenix, Arizona 85034
(602) 392-5024
(602) 392-5244
(602) 392-5233

Seamless Web
Graduate School Support Program
(see also The Community of Scholars Forum)

Objectives:

Increase the number of minority students achieving graduate degrees

Expand current pool of graduate students to include undergraduates who are not likely to seek graduate degrees without intervention

Provide long-term, continuous academic, social, and financial support from entry into the program until graduation

Partners:

Maricopa County Community College District and Arizona State University Graduate College

Targets:

Talented minority students in community colleges

Selection Criteria:

High academic and/or professional aspirations

High academic promise, demonstrated by indicators including academic record, motivation, aspirations, occupational successes, ability as assessed by employers, teachers, clergymen, or appropriate others

Duration:

Long-term program that will provide continuous support from program entry until graduation; students beginning in fall 1992 will not receive doctorates before 2001

Impact:

Several studies and pilot projects have been conducted. Substantial implementation is beginning in fall 1992, with admission planned for approximately 40 students to Maricopa County Community College District.

End Date:

Indefinite

Directors and Addresses:

Brian L. Foster
Graduate College
Arizona State University
Tempe, Arizona 85287-1003
(602) 965-7279

Alfredo G. de los Santos, Jr.
Maricopa County Community College District
2411 West 14th Street
Tempe, Arizona 85281-6941
(602) 731-8106

The Spirit Program: Staying and Achieving

Objectives:	Encourage and motivate students to stay in school, achieve success, and prepare for higher education
Partners:	Phoenix Elementary School District #1; Phoenix Union High School District #210; City of Phoenix; parents form Phoenix Elementary District #1; Arizona State University
Targets:	Eighth grade students from Phoenix Elementary School District #1
Selection Criteria:	All eighth-graders are eligible to participate
Duration:	Year long; divided into three phases; led by City of Phoenix, Phoenix Union High School District #210, and Arizona State University
Impact:	Data not available
End Date:	Indefinite
Director and Address:	Ms. Royna Roselle (contact) (602) 253-2171

Think Tank

Objectives: Use the collective thinking and resources of the elementary and high schools, community colleges, university, city, and business partners, within the City of Phoenix, to ensure that students enter, re-enter, and remain in school until their maximum learning potentials and goals are realized

Partners: Seven inner-city elementary school districts; Phoenix Union High School District #210; Maricopa County Community College District; Arizona State University; City of Phoenix; and business partners

Targets: At-risk students in Phoenix urban schools

Selection Criteria: Participants are selected as representatives of the member institutions; institutions are selected on the basis of collaborating in at-risk programs

Duration: Year long

Impact: Think Tank has acted as a catalyst for: Student Monitoring and Alert System (SMASH); on-line registration; library access; parenting/literacy; cross-institutional programs; Urban Teacher Corps Partnership; staff development activities; Clearinghouse for Assessment and Referrals in Education (CARE); Alternative School Project; Project Diploma

End Date: 1998

Director and Address:
Ms. Janet Beauchamp
Maricopa County Community College District
2411 W. 14th Street
Tempe, Arizona 85281-6941
(602) 731-8028

Transfer Summer Institute
Community College and University Partnership

Objectives:

Facilitate transfer process of minority students from Arizona community colleges to four year institutions of higher learning

Expose students to rigorous academic environment of a university

Provide academic survival workshops which include writing skills, oral communication, library skills, academic advisement, and fall registration

Partners:

Pima Community College and the University of Arizona

Targets:

Any Arizona community college student who is considering transferring to a university

Primary targets are under-represented ethnic minority students at all Arizona community colleges

Selection Criteria:

Minimum 2.5 grade point average

Eligibility for financial aid, based on need, and student-provided financial aid transcripts

Arizona resident with 24 completed Arizona community college units

Two letters of recommendation (at least one from a faculty member, academic advisor, or staff member from attended college)

Personal statement (one page, typed)

Duration:

Four week course; three weeks of intense academic course work, one week University of Arizona orientation

Impact:

One of first bridge programs in the country to provide minority students with opportunity to acclimate academically and socially to a recognized research institution

Students create networks and friendships for a successful academic experience

Participants continue their education; since inception in 1989, participants are graduating with baccalaureate degrees

End Date:

Indefinite

Director and Address:

Ms. Erlinda Torres Medina
University of Arizona
Center for Transfer Students
Nugent Building, Room 11
Tucson, Arizona 85721
(602) 621-8333

Transition Alliance Programs
Transfer Support Program

Objectives: Intervene in the retention, persistence, and graduation rates of students who transfer from community colleges into the professional programs of the College of Business at Arizona State University by providing a comprehensive student support program

Partners: Arizona State University and Arizona community colleges

Targets: Minority students transferring from the community colleges into the professional programs at the College of Business

Selection Criteria: Student must be transferring into Arizona State University's College of Business

Duration: Nine months or one academic year; to begin fall 1992

Impact: Data not yet available

End Date: Indefinite

Director and Address:
Dr. Henry B. Villereal
Academic Access Programs
College of Business
Arizona State University
Tempe, Arizona 85267-3506
(602) 965-1067

Understanding the University Experience
The Hispanic Mother-Daughter Program

Objectives:

Orient, annually, over 100 family teams to higher education

Improve the quality of preparation for higher education of young Hispanic women by assisting them in making high school course selections which build qualifications for college entrance

Enlarge Hispanic parental commitment to higher education through mothers' active participation in the program with their daughters

Influence the mothers' educational and career development

Partners:

Isaac Junior High School and six school districts: Phoenix Union High District #210; Phoenix Elementary District #1; Murphy Elementary District #21; Roosevelt Elementary District #66; Tempe Elementary District #3; and Mesa Unified District #4

Targets:

Eighth-grade Hispanic girls and their mothers from inner city Phoenix and East Valley schools; first generation college students

Selection Criteria:

Good grades in middle school with teacher's positive recommendation

Mother's participation in program

Commitment of 60 to 80 hours for one semester; minimum five year commitment

Complete interview

Duration:

Eighth-grade through high school; time is divided into components

After completion of the eighth-grade component, which is the most time intensive, girls are eligible for continuation through high school. This includes offerings of workshops and other activities, as well as eligibility for various scholarships.

Impact:

Of the first four classes tracked from the eighth-grade, over 70 percent have graduated from high school. Of these graduates, 71 percent have enrolled in college.

High school dropout rate has dramatically decreased from 28 percent in first four years of program to five percent as of 1991

Over 60 percent are "on track" academically in high school building qualifications for university entrance

End Date:

Indefinite

Director and Address:

Dr. Jo Anne O'Donnell
Office of Student Life, Arizona State University
Tempe, Arizona 85287-0512
(602) 965-6547

Urban Teacher Corps (UTC) Partnership
Elementary Teaching Degrees with Bilingual and/or Urban Emphasis

Objectives:

In participating school districts, assist instructional aides to pursue a bachelor degree in elementary education, with a bilingual and/or urban emphasis

Provide course work in the Maricopa County Community College District and Arizona State University College of Education

Partners:

Maricopa County Community College District; Arizona State University College of Education; and five elementary school districts: Roosevelt #66, Isaac #5, Creighton #14, Phoenix #1, and Murphy #21

Targets:

Teacher's aides within the elementary school districts. (These are primarily middle-aged Hispanic women.)

Other individuals who work in other support capacities in the school districts

Selection Criteria:

Discretion of the participating school districts

Duration:

Long-term; integrated into regular curriculum. Since students are seeking their bachelor's degrees in education part-time while working, the UTC is based upon long-term commitments for both students and participating institutions.

Impact:

Ten students have moved from the community college system to Arizona State University. One student has graduated from Arizona State University.

A significant number of UTC students have over 40 credit hours

End Date:

Indefinite

Director and Address:

Dr. Karen L. Mills
Associate Dean of College and Adult Literacy Services
Rio Salado Community College
640 North 1st Avenue
Phoenix, Arizona 85003
(602) 223-4280

Ms. Geneva Duarte, Interim Director
College of Extended Education
Arizona State University Downtown Center
Phoenix, Arizona 85004
(602) 965-3046

Visiting Scholars Partnership
University and Community College Collaboration

Objectives:

Design and implement a joint university and community college effort that could be used as a model for other partnership programs

Design a model mentor program at the community college level that would provide a support system for university doctoral students

Provide opportunities that would encourage Visiting Scholars to consider teaching as a career option

Partners:

University of Arizona; Pima Community College; Cochise College

Targets:

Minority Ph.D. candidates who serve as community college associate faculty and role models to both minority and non-minority community college students

Selection Criteria:

Nominations by departments within the university. Master's degree students qualify if they have completed 24 units.

Student transcripts, curriculum vitae, and formal application to the community college

Final selection is based on classes in which the community colleges need instructors

Duration:

Year-long academic program; classes taught are regular curriculum classes that are scheduled during fall and spring semesters

Impact:

Over 200 students have benefitted from this program. All of the Visiting Scholars have been offered permanent positions.

End Date:

Indefinite

Director and Address:

Dr. Glenn R. Smith
University of Arizona
Graduate College, Admin. Rm. 322
Tucson, Arizona 85721
(602) 621-9192

The Community of Scholars Forum
Research Forums (see also Seamless Web)

Objectives:

Provide opportunities for minority graduate students engaged in research to share findings with Arizona State University and Maricopa County Community College District undergraduates, faculty, staff, and the community at large in a series of public presentations

Provide role models for minority undergraduates

Contribute to the professional growth of minority graduate students by developing public speaking skills

Facilitate open dialogue and discussion about issues and themes affecting the quality of life in minority communities

Encourage the professorate to serve as mentors for minority graduate researchers

Partners:

Arizona State University and Maricopa County Community College District

Targets:

Minority graduate students from all academic disciplines

Selection Criteria:

Nominations are sought from professors and minority student organizations; students may nominate themselves

Community of Scholars Advisory Board makes the final selection of students based upon different disciplines, topics of interest to the community, and the student's desire to participate

Duration:

Two or more presentations are offered per semester on the campuses of Arizona State University or Maricopa County Community College District

Impact:

Three forums have been held since December 1991. Evaluations have been favorable. The forums have been well attended and have generated a lot of enthusiasm among students and others. Discussions and interactions have been lively and empowering.

End Date:

December 1992

Directors and Addresses:

Ms. Sheryl L. Santos
Graduate College
Arizona State University
Tempe, Arizona 85287-1003
(602) 965-7279

Ms. Queta Chavez
Maricopa County Community College District
2411 West 14th Street
Tempe, Arizona 82581-6941
(602) 731-8106

The Non-University of Arizona
Native American Undergraduate Biology Research Program

Objectives:

Involve Native American undergraduates from Navajo Community College in scientific research

Acquaint these students with the University of Arizona, so that if they choose to transfer to a four-year institution the transition will be smooth

Increase the number of Native Americans in the biological and biomedical sciences

Partners:

University of Arizona Biology Department; Navajo Community College

Targets:

Native American undergraduates attending any institution of higher education

Selection Criteria:

Interest in biological or biomedical research

Completion of a college-level introductory biology course

Completion of 30 college-level credit hours prior to program entry

Duration:

10 week summer program

Impact:

Long range impact will not be known for years. In the short term, eleven students have participated.

End Date:

1993 (at present)

Director and Address:

Dr. Michael Wells
Dr. Carol Bender (contact)
Department of Molecular and Cellular Biology
University of Arizona
Tucson, Arizona 85721
(602) 621-9348

Mr. James Matlock, Instructor
Navajo Community College
Tsaile, Arizona
(602) 724-3311

Project 2001
Attainable Higher Education

Objectives: Instill in the minds of parents and elementary school children that higher education is an attainable goal

Partners: A strong community network is the key to the strength of this program. Some participating partners are: Avondale School District #44; Agua Fria Union High School; City of Avondale; City of Goodyear; Garcia's Market, Inc.; Litchfield Rotary Club; Avondale Community Action Program

Targets: Minority students and their parents are the primary targets. Other students are not excluded.

Selection Criteria: High concentration of minority students

Willingness of teachers and administrators to participate in the program

Duration: Integrated into the regular curriculum; one day is designated to incorporate material about pursuing higher education. Students then have the opportunity to ask questions about anything concerning colleges and universities.

Impact: The first student and parent workshop held in 1990 had 25 attendees. The last workshop held that year had over 200 attendees.

In early presentations, few students responded positively to questions about who was going to college. At the end of the school year, almost all students responded positively to the same question.

End Date: Indefinite

Director and Address:
Dr. Juan Acosta
Arizona State University West
Student Affairs/Minority Student Services
4701 West Thunderbird Road
Phoenix, Arizona 85069-7100
(602) 543-8148

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Arizona Minority Education Access and Achievement Cooperative

The Arizona Minority Education Access and Achievement Cooperative (AMEAAC) is a voluntary association of senior-level public education officials and citizens. It was formed in 1989 by the chief executive officers from the three boards that govern Arizona's public education systems: Arizona Board of Regents, State Board of Education, and State Community College Board. An Operating Committee assists the Board in carrying out its work.

AMEAAC's primary mission is to assist the three governing boards and their institutions in the fulfillment of their commitments to improve minority educational achievement through cooperative planning, program development and shared expertise. Specifically, its mission is to: advocate the development of mutually supportive public education goals for each system for minority achievement; promote the use of inter-board partnerships to develop complementary public education policies to enhance minority achievement; maintain a leadership role in facilitating interaction among governing boards, faculties and administrations to develop partnerships; maintain a leadership role in promoting interaction among educational institutions and external organizations; support acquisition of resources targeted to promote minority achievement partnerships; and develop and support public education programs to inform the citizens of the state about the importance of improving minority student achievement.

Arizona Minority Education Access and Achievement Cooperative
1535 W. Jefferson
Phoenix, Arizona 85007
(602) 542-4810

Morrison Institute for Public Policy

Established in 1981 through a gift from the Morrison family of Gilbert, Arizona, Morrison Institute for Public Policy is an Arizona State University (ASU) resource for public policy research, expertise, and insight. The Institute conducts research on public policy matters, informs policy makers and the public about issues of importance to Arizona, and advises leaders on choices and actions. A center in the School of Public Affairs (College of Public Programs), Morrison Institute helps make ASU's resources accessible by bridging the gap between the worlds of scholarship and public policy.

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The Institute's funding comes from grants and contracts from local, state, and federal agencies and private sources. State appropriations to Arizona State University and endowment income enable the Institute to conduct independent research and to provide some services pro bono.

Morrison Institute for Public Policy
School of Public Affairs
Arizona State University
Tempe, Arizona 85287-4405
(602) 965-4525

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